Literacy Workgroup May Statewides Training Session

**Quality Indicator**: **Systemic Support**

Title: Understanding and Implementing Systemic Supports to Improve Literacy Achievement   
Outcomes: Participants will:

* Analyze critical leadership skills needed to support literacy
* Use essential literacy skills to implement effective, targeted walkthroughs
* Develop, implement and monitor literacy plans
* Review two schools progress through the literacy change process
* Receive tools and resources that support systemic change in literacy

**Quality Indicator: Literacy Assessment (across Early, Middle and High School)**

Title:

Outcomes: Participants will:

* Describe the 4 types of assessment and when to use them (outcome, screening, progress monitoring and diagnostic)
* Identify and locate sources for specific assessments for each of the 4 types of assessment for each of the areas of literacy
* Review, administer, score and interpret one or more literacy tests
* Describe how to utilize test scores in the development and monitoring of the QIP and Professional Development for teachers.

**Quality Indicator**: **Adolescent Literacy (Middle Level and High School**)

Title: Developing and Refining Adolescent Literacy Instruction Across the Curriculum

Guiding Questions:

* What characteristics/elements define an effective adolescent literacy program for SWDs?
* When thinking about academic literacy, how do you envision preparing content area teachers?
* How can one go about developing and refining an adolescent literacy program for SWDs in the Middle and High School levels?

Outcomes: Participants will:

* Describe the 6 essential areas of growth in adolescent literacy development
* Identify the 15 key elements of effective adolescent literacy programs
* Define academic literacy and identify ways in which it can be recognized across the curriculum
* Identify and develop processes for developing and refining adolescent literacy programs for SWDs at the middle and high school levels